**Title:** **Frog Food Chain**

**Summary: This lesson is part of a cross-curricular theme on frogs. After learning about frog habitats and place in the food chain, students will be able to apply that knowledge to create a basic linear process diagram identifying the frogs place in the food chain.**

**Suggested level: first grade**

**Learning objective(s): The first grade students build a food chain using the process diagram in Microsoft Word to identify the frog’s place in the food chain by accurately describing 5 out of 6 items in the food chain.**

**Technology Tool: Microsoft Word and internet for website** [**http://www.ecokids.ca/pub/eco\_info/topics/frogs/chain\_reaction/play\_chainreaction.cfm**](http://www.ecokids.ca/pub/eco_info/topics/frogs/chain_reaction/play_chainreaction.cfm)

**Approximate number of class periods: This will be set up as a work station to be used during reading workshop time. This station will be set up at the net-book center. The center will be introduced on Monday. Students will have the week to complete the activity. Students are rotated into centers.**

**Classroom management strategies:   
(individual, small group, large group – explain)**

**This activity will be completed by individuals to determine their understanding of the food chain, and the frog’s place in the chain.**

**Activities/ Procedures:**

1. **On Monday the teacher will introduce the activity by taking students to the bookmarked website. Teacher will use the SMARTboard to demonstrate the activity.**
2. **Teacher will demonstrate how to play the “food chain” activity. Students will be allowed to go back to this activity throughout the assignment.**
3. **Teacher will model how to open a document, how to choose basic processes, and how to add three extra boxes to the process chart.**
4. **Teacher will model how to “label” food chain participants on the diagram and how to insert pictures.**
5. **Teacher will complete a food chain.**
6. **Teacher will repeat the process offering guided practice by allowing some students to come to the interactive white board to repeat steps.**
7. **Teacher will list the directions with steps and graphics by net book center.**
8. **Students will complete activity during literacy work station time.**
9. **Students will print completed copy.**

**Assessment strategies:**

**A rubric will be used to assess the students’ food chain. The rubric will focus on the correct placement of animals in the food chain.**

**Website for Word Processing Tool** [**http://www.youtube.com/watch?v=jKHkGIjxpfA**](http://www.youtube.com/watch?v=jKHkGIjxpfA) **This site is a you tube video that introduces you to Smart Art. The process diagram is shown in detail. The creator also demonstrates other Smart Art diagrams. The visual component helps the audience to better understand the use of Smart Art.**

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